

DCSC COMMUNITIES OF PRACTICE
2020-2021

GOT JUSTICE?

Creating and Sustaining Equitable
School Culture

A PRACTICAL GUIDE DEVELOPED BY
PRACTITIONERS WITHIN DIVERSE
CHARTER SCHOOLS COALITION



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Process to Analyze Discipline Practices at Your School for Justice and Equity

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Step One: Construct Your Vision and Establish Norms

Where do we want to go?

Title	Description
Creating the Vision of School Culture	Before beginning the work, it is important to articulate your why. The shared understanding of values should ground the work moving forward.
Questions to explore in developing your vision	<ul style="list-style-type: none">• Who needs to be on the team in establishing your vision? Make sure to include all major stakeholders, including students, staff, community members, local school board, and families.• How does your vision get to the specifics of how your school culture lands with the experience of your students?• What is the process for establishing your vision? Consider the meetings you need to have to develop a vision, craft a statement, get input on the statement, and finalize it for adoption.
Examples of school vision statements around school culture	<ul style="list-style-type: none">• Two Rivers Way in Culture• Central Park School Anti-Black Racism and Equity Statements

Step Two: Data Collection

What's the evidence about where we are?

Title	Description
Determine the Data	<p>What are the data points that we are collecting to ensure that our systems are working for our students and aren't harming students?</p> <ul style="list-style-type: none"> • Academic data <ul style="list-style-type: none"> ◦ Literacy Tracker • Culture data <ul style="list-style-type: none"> ◦ School Culture Walkthrough rubric ◦ Attendance data ◦ Restorative practice implementation <ul style="list-style-type: none"> ■ Restorative Practices Log (example) ■ Restorative Practices Log (tracker) ◦ Referral logs <ul style="list-style-type: none"> ■ Behavior Referral Form ◦ RTI Behavior Tracker
Determine or Refine the Tracking System(s)	<p>Utilize platforms that glean the most relevant data Have a consensus on:</p> <ul style="list-style-type: none"> • Who will monitor? • How often to monitor?
Account for Unconscious and Conscious Bias	<p>For each of the data points you are collecting, identify:</p> <ul style="list-style-type: none"> • What conscious bias can we predict and prepare for in this data? • What unconscious bias can we predict and prepare for in this data?
Disaggregate the Data	<ul style="list-style-type: none"> • Disaggregate data by: <ul style="list-style-type: none"> ◦ Race ◦ Gender ◦ Socioeconomic and social class ◦ Sexual orientation ◦ (Dis)abilities ◦ Religion ◦ MTSS status

	<ul style="list-style-type: none"> ○ Free and Reduced Lunch ○ 504 ○ Grade level ○ Teacher level
Gather Additional Data: Shadow Students	<ul style="list-style-type: none"> ● Identify 1 student from each of your prioritized data sets and analyses to shadow for at least 1 hour ● Capture qualitative notes using a tally sheet or checklist for coding data around your key data points

Step Three: Data Analysis

What does the data tell us about where we are? What is the most important area to address right now?

Title	Description
Identify Protocols	<p>Based on the data you chose, choose a protocol that fits what you're planning to do.</p> <p>Options:</p> <ul style="list-style-type: none"> ● Culture Analysis Protocol from Detroit Prep ● 5 Whys Protocol from Mind Tools ● RTI Protocol from Two Rivers
Check for Bias	<p>Before looking at data you should check your biases. We all have biases that impact the way that we look at and interpret data. Acknowledging both the biases that we hold consciously and that there are likely unconscious biases that will come up, prepare us for addressing those biases. The resources below help in addressing biases before looking at and interpreting data.</p> <ul style="list-style-type: none"> ● How to Check Your Biases ● Mindful Reflection Protocol from Culturally Responsive Teaching and the Brain

Analyze Data for Patterns and Root Causes	<p>As you analyze the data in front of you, search for root causes. Keep in mind the following core ideas in your data analysis:</p> <ul style="list-style-type: none"> • Utilize asset based language when discussing students. Look for their potential, and don't just fall on their deficits as excuses for the data. • When analyzing data, continue to check your biases as listed above • Search for root causes at the heart of challenges, and don't settle on the first assumptions • Be aware of your own ownership and look for places under the teams' onus of control to situate conclusions
Create Summary Statements	<p>After analyzing the data, create summary statements that capture an accurate picture of your current state based on the data and the root causes of challenges within your data.</p>

Step Four: Planning For Action

How do we build a bridge from where we are to where we want to go? How do we change the policy?

Title	Description
<p>Research</p> <p>Timeline: 3-4 sessions to explore all research</p>	<p>Spend some time gathering research on the topics identified in your root cause analysis.</p> <p>Research Library</p> <p>Use a protocol(s) with your team to identify key points of the articles and what implications they have for your work.</p> <p>Options:</p> <ul style="list-style-type: none"> • Reverse Quack2 Protocol, Purpose: To collaboratively construct meaning, clarify, and expand our thinking about a text or artifact. This protocol may be adapted to help facilitate online discussions. • The Final Word, Purpose: The purpose of this protocol is to give each person in the group an opportunity to have their ideas, understandings, and perspective enhanced by hearing from others. With this protocol, the group can explore an article, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding of the issue. • Wagon Wheel for Texts, Purpose: To deepen understanding of a text; to explore implications for participants' work • Making Meaning Protocol
Identify 3-4 Key Actions and Build out Your Timeline and Key Stakeholders	<ul style="list-style-type: none"> • Key Actions Protocol
Making the Changes and Setting a Timeline	<ul style="list-style-type: none"> • Put your plan into action!

Step Five: Reflection and Maintenance

Did what we do work? How do we make sure it continues?

Title	Description
Culture Team Meetings	Frequent meetings with the school culture team
	<ul style="list-style-type: none">• Weekly or bi-weekly
	<ul style="list-style-type: none">• Members include: Director of Culture & Citizenship, building administrators, guidance counselors, social worker, and interns
	<ul style="list-style-type: none">• Sample agenda<ul style="list-style-type: none">◦ 2020-21 Student Support List

Training/Professional Development + Alternative to Harsh forms of Discipline

Description: The purpose of this survey is to (1) gauge and assess the extent to which the school is creating and sustaining an equitable school culture and (2) inform professional development for staff. We recommend that the survey should be completed by staff, students and families 3 times during the school year and that you add an open ended question based on your school's unique needs. Use the aligned resources to inform your professional development planning based on the data you receive from the survey.

SCHOOL CULTURE & SENSE OF BELONGING		
Staff Questions	Student Questions	Family Questions
<p>I feel connected to my students and welcome them by name as they enter the school building or classroom.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p> <p>Students feel seen and valued by staff and administration.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>	<p>I feel encouraged to speak up about my beliefs and experiences at school.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p> <p>I feel that there is a forum that I can create change/provide direct feedback.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p> <p>I feel seen and valued by the staff and administration.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>	<p>I feel that school staff know my student as a person and as a learner.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p> <p>I feel The school observes and celebrates different cultures and religious events.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p> <p>I feel the school PTSO has a fair process in choosing its board members.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>
ALIGNED RESOURCES		
<p>Restorative Practices Circle Forward: Building a Restorative School Community PDF available online, but we encourage you to purchase the book and support the work! Center for Restorative Process IIRP Training</p> <p>General culture shifts Teaching Tolerance</p>		

Trauma Informed Practices

[School-Justice Partnership: Trauma Informed Classrooms](#)

[The Truth About ACEs Infographic](#)

[Video: Getting Started with Trauma Informed Practices](#)

[Video: Trauma Informed Starts With You](#)

[Video: Learning Brain vs. Survival Brain](#)

[Trauma and Learning](#)

[Youth Mental Health First Aid](#)

DISCIPLINE PRACTICES

Staff Questions	Student Questions	Family Questions
Our school's discipline procedures/policies are developmentally appropriate. Strongly Disagree 1 2 3 4 5 Strongly Agree	I feel the school's discipline policy and practices are fair and unbiased. Strongly Disagree 1 2 3 4 5 Strongly Agree	I feel informed about the school's discipline procedures/policies. Strongly Disagree 1 2 3 4 5 Strongly Agree
I believe discipline decisions/policies are fair and unbiased. Strongly Disagree 1 2 3 4 5 Strongly Agree	I trust that my teachers and administrators are fair and unbiased when it comes to discipline at my school. Strongly Disagree 1 2 3 4 5 Strongly Agree	I feel the school's discipline decisions/policies are fair and unbiased. Strongly Disagree 1 2 3 4 5 Strongly Agree
Our school discipline decisions/policies result in disproportionate suspension/expulsion rates for certain groups of kids (e.g. race, ethnicity, disability, gender, etc.) Strongly Disagree 1 2 3 4 5 Strongly Agree	If I make a mistake or break a rule at school, I know the consequences will be fair and unbiased. Strongly Disagree 1 2 3 4 5 Strongly Agree	I feel that my child understands the school's response to discipline. Strongly Disagree 1 2 3 4 5 Strongly Agree

ALIGNED RESOURCES

Positive school discipline supports

[PBIS.org: Assessments](#)

[PBIS.org: Evaluation Blueprint](#)

[PBIS.org: Materials for School Communities](#)

[Defining Disproportionate Discipline](#)

Resources to develop the why

[Get Out! Black Male Suspensions in California Public Schools](#)

[Scene on Radio Season 2: Seeing White](#) w/ accompanying [sample podcast facilitators guide](#)

[Code Switch: A Decade Of Watching Black People Die](#) (NPR)

[1619: The New York Times](#)

[The Diversity Gap](#)

[Intersectionality Matters! hosted by Kimberlé Crenshaw](#)

[Momentum: A Race Forward](#)

[Pod For The Cause](#)

[Pod Save the People](#)

<https://www.youtube.com/watch?v=uZ3RPJ2rNc> (Bettina Love clip use for rationale on developing anti-racist programming. Clip should start at 5:45 and go to 10. Breakout rooms- 4 people (6 minutes))

[Facing History and Ourselves](#) (good organization to gather resources from for having tough conversations rooted in historical events. Resources adults should consider as well as for teaching students.) I.E-

<https://facingtoday.facinghistory.org/bearing-witness-the-death-of-george-floyd>

ANTI-BIAS/ANTI-RACISM (ABAR)		
Staff Questions	Student Questions	Family Questions
<p>I know about the history of systemic racism in the US and its lingering legacies.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>	<p>Teachers treat the students at our school fairly, no matter the student's race.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>	<p>The school has a stated commitment to anti-bias & anti-racist work.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>
<p>I know about the impact of systemic racism on education in the United States.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>	<p>Teachers take steps to make sure that all students are included, regardless of the student's race.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>	<p>The school shows a commitment to anti-bias & anti-racist work through its values & actions.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>
<p>I have a deep understanding of anti-bias, anti-racist practices in education.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>	<p>My school takes the opportunity to celebrate differences in cultures as well as similarities</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>	<p>School staff treats students & families fairly, no matter their race.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>
<p>I frequently engage in discussions, readings & reflections related to ABAR work.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>	<p>My school has named what it means to be anti-bias / anti-racist?</p>	<p>The school has made an effort to offer the parents classes and resources around the topics OF anti-racism and anti-bias.</p> <p>Strongly Disagree 1 2 3 4 5 Strongly Agree</p>

Disagree <p style="text-align: center;">Agree</p> <p>I believe that my colleagues are actively engaging in ABAR work.</p> <p>Strongly 1 2 3 4 5 Strongly Disagree Agree</p>	Strongly 1 2 3 4 5 Strongly Disagree Agree	Disagree <p style="text-align: center;">Agree</p>
ALIGNED RESOURCES		
<p>Dismantling White Supremacy Culture</p> <p>WHITE SUPREMACY CULTURE: Characteristics</p> <p>Dismantling Racism Works Web Book</p> <p>Continuum on Becoming an Anti-Racist Multicultural Institution</p> <p>SEL4CA.org: Resources on Race, Equity, and SEL</p>		